

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Critical reflection is reflection which enables an understanding of the way (socially dominant), and more new empowering ideas and practices. Critical reflection can be social change beginning at individual levels. Once individuals become aware of the hidden power of ideas they have absorbed unwittingly from their social contexts. They are then freed to make choices on their own terms. In this sense, they are freed to change the operation of the social at the level of their personal experience.

Using Critical Reflection is a necessary component of professionalism in students' education. Evidence of critical reflection within a service draws attention to the intellectual work of student educators and highlights professional capacities beyond the care of the students (Brookfield, 1995). (In Leijen, Valtna, & Pedaste, 2011) Critical Reflection is widely recognized as a key component in the learning processes of individuals and is advocated in many areas of professional practice.

Critical Reflections are usually improved theory questioning. The question can be the way to help guide critical reflection are included in the document. Some examples are: "Who is disadvantaged when I work in this way? Who is advantaged? What are my understandings of each child? Are there other theories

or knowledge that could help me to understand better what I have observed or experienced?" ((DEEWR, 2009:13). In Dwith E Giles Jr, 1996)

According to Dewey (1910) "truly educative" experiences generate interest are intrinsically worthwhile, present problems that awaken new curiosity and create a demand for new information, and take sufficient time to foster development. The theory began with the influences of Dewey (1910) it is evident that reflection is not purely a social work process, but is an integral feature of various disciplines, including nursing and education, and an assortment of language, definitions and frameworks are espoused. It is knew that Critical Reflection is not only for social, healthy but also to Education, such as in English Education Department. Especially it can be applied in Reading Course.

Critical Reflection can be the tool to transformative learning such as when the students learn anything in reading course, they can understand deeply in reading. Mezirow (1990) considers critical reflection as a precursor to transformative learning, which may lead to change in personal understandings and potentially behavior. The student can use critical practices for engaging in metacognition (Eames & Coll, 2010). The researcher used critical reflection to improve students' reading comprehension. Thus, the researcher chose critical reflection because the experts said that critical reflection can change the students' personality.

In educational contexts, the students who are reflecting on their own work become inward looking and allow self-inspection to dominate the work itself

Schon (1984) . The learning process reflection includes planning, action, and evaluation. In this particular model, reflection is perceived as being part of learning rather than outside or independent of it.

In language teaching phenomenon especially in reading comprehension, there are some difficulties often face by many students such as limited reading material, limited reading of time, and analyzing difficult texts controlled by the teacher.

In many cases, the vocational high school students said reading comprehension feel bored and confused because the activity always read the text by silent. The students in that school are less critically about the issues around them. Even they do not know the issues that are occurred. This research sets out to around them. So they do not care and critical of what is going on around them. It was interesting to know some problems that usually committed by the students. Especially the student at the vocational high school of Al-Lathifah Mulia in Cikarang.

There have been a number of research on Critical Reflection. First, research by (Yang, 2009) that discusses the use of blogs to enhance critical reflection and community practice. This research has investigated in the social field. It influences the harmonious level in the community by using critical reflection. (Jr, 1996) investigated about critical reflection in English Education. He focused on reading, writing, listening and speaking. This research is more specific from the previous research because the previous research is larger. The previous researchers discussed in the Social Field and English education. On another hand,

this research was focused on the use of CR to improve the students' Reading Comprehension in vocational high school. It is clear that this model is made to improve students' comprehension and the researcher named Critical Reflection method which is recommended for the lesson. The researcher chooses this research because being critical is the root to encourage student's comprehension to achieve the goals. Thus, the researcher is interested in doing a research entitled: **“THE USE OF CRITICAL REFLECTION TO IMPROVE STUDENTS' COMPREHENSION IN A READING COURSE” (A Case Research at the twelfth Students of Vocational High School of Al-Lathifah Mulia in Cikarang)**

## **B. Research Questions**

Based on the background above, the researcher formulates the problems as follows:

1. How is critical reflection implemented in the subject of reading for comprehension?
2. What are the effects of the use of critical reflection to improve students' reading comprehension?
3. How effective is the implementation of critical reflection in improving students' reading comprehension?

### **C. Research Aims**

This research is intended to:

1. Find out the implementation of critical reflection in the subject of reading for comprehension.
2. Find out the effects of the use of critical reflection to improve students' reading comprehension.
3. Find out the effectiveness of the implementation of critical reflection in improving students' reading comprehension.

### **D. The Significance of the research**

This research provides a number of benefits. Practically this research can provide the information of the teaching and learning process used critical reflection and the improvement of the students about critical reflection and improve students' comprehension. The information is about how to improve students' comprehension in reading comprehension course. Further, this research can be beneficial for teachers and students because they can use this method to improve students' comprehension in reading English texts.

Theoretically, this finding of the research can be beneficial for upgrading materials to draw their attention to the importance of reflection for students in their learning critically in Reading Course. Moreover, it can also make the lecturers aware of the students' need and it can also make the students aware of themselves. This may help teachers to know the students' criticism.

## **E. Rationale**

According to Dewey (1910) "truly educative" experiences generate interest are intrinsically worthwhile, present problems that awaken new curiosity and create a demand for new information, and take sufficient time to foster development. Reflection is an essential process for transforming experiences—gained from the service activities and the course materials—into genuine learning. It is crucial for integrating the service experience with the classroom topics. It fosters learning about larger social issues such as the political, economic, and sociological characteristics of their communities. It enhances students' critical understanding of the course topics and their ability to assess their own values, goals, and progress.

Critical reflection occurs when they analyze and challenge the validity of their presuppositions and assess the appropriateness of their knowledge, understanding, and beliefs given their present contexts (Mezirow, 1990).

Brookfield (1995:177) explains that critical reflection involves three phases:

1. Identifying the assumptions ("those taken-for-granted ideas, common sense beliefs, and self-evident rules of thumb") that underlie their thoughts and actions;
2. Assessing and scrutinizing the validity of these assumptions in terms of how they relate to their 'real-life' experiences and their present context(s);

3. Transforming these assumptions to become more inclusive and integrative, and using this newly-formed knowledge to more appropriately inform their future actions and practices.

Reading is defined as an active process of drawing information from the text to create meaning. When readers understand what readers have read, readers have achieved comprehension of material (Henry, 2005)

Teaching students to be an effective reader is an important goal of the compulsory years of college. The effective reader involves extended students vocabularies and knowledge of the world, developing their knowledge of English grammar and their deciding skills, developing their reading fluency and extended their ability to comprehend what they read and view from literal level to the inferential and critical levels.

To improve the students' reading comprehension, teachers have to choose right method in teaching reading. There is a need to implement a strategy that can solve the problems. Besides, there is a need to apply the strategy that can make students become strategic readers that will help them to comprehend the text they read. The strategy should also be able to make students know the information to the questions they want to answer. By making students become a strategic readers and know where the answer the question is, they will be able to comprehend what they read independently. The strategic, of course, must be accompanied by the explanation about vocabulary and grammar related to the text they read.

Reading is an indispensable part of human of being life because it is used even after researching at college. (Aloqaili, 2012) stated clearly that reading is thinking the process to construct meaning. It is supported by (Jimenes et al, 2010), they said that reading is a tool to obtain information around the world. This ability provides thought that encourage students to think and when people think they can shape their lives and they can choose how to live action and make decisions. Students can also learn this skill how to question and analyze the information supplied in various forms.

Aebersold and Field (1997:15) suggest:," Reading is what happens when people look at a text and assign meaning to the written symbol in the text". It is the interaction between the text and the readers that create meaning, what is written on the page and what knowledge is in the readers' head.

In this research, the researcher used critical reflection. According to Schon, (1984), Contextual reflection could include examining how established concepts, theories, and methods inform and influence practice. Put another way, contextual including involves questioning the knowledge structures they operate within (Gadamer 1989). It leads to the question, how might things have been done differently if an alternative frame of reference (weick 1999) or way of thinking had been used. This type of reflection aims to address concerns about the influence of established concepts and ideas by acknowledging and surfacing their limitations. It will make students to remember and know the information from what they read. Thus, critical reflection can make students comprehend in reading.



## **F. Hypotheses**

The hypothesis is considered as an important part of a research. The main function of a hypothesis is recommended a new research. Hypothesis is a statement which can be tested by scientific methods, that relates an independent variable to some dependent variables. Hypothesis is a temporary answer for the research problems which were declared in question forms (Khotari, 2004; Sugiyono, 2011).

There are two variables in this research. The first variable is Think-Pair-Share technique in analytical exposition as variable X and improving students' reading ability as variable Y.

From the explanation above, the hypothesis were done by examining null hypothesis ( $H_0$ ) which states that there is no a significant difference between students' reading ability before and after using critical reflection in reading course, and examining alternative hypothesis ( $H_a$ ) which states that there is a significant difference between students' reading comprehension ability before and after using critical reflection in reading course.

## **G. The Research Method**

### **a. Research Design**

This research used mixed methods approach. Mixed methods research design is a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single research or a series of studies to understand a research problem (Creswell & Plano Clark, 2011).

The researcher used exploratory sequential mixed methods. This design begin with *qualitative data* and then collects quantitative information. The purpose of an exploratory sequential mixed methods design involves the procedure of first gathering qualitative data to explore a phenomenon, and then collecting quantitative data to explain relationships found in the qualitative data. Creswell (2012:543) Research in such a situation is a function of the researcher's impressions and insights. The data can be obtained from observation and participant observation, interview, and test.

The researcher used exploratory sequential mixed methods design to emphasize the critical reflection process, the effects of the use of critical reflection, the improvement of students' reading comprehension after using critical reflection. While most of the critical reflection research is qualitative, self-reflective nature. Therefore, there is a relative lack of research on the effectiveness of between the outcomes of reflection, the different methods and the processes of reflection (White, Fook, & Gardner, 2006).

The mixed methods researcher has a sequence to data collection that involves first collecting qualitative data followed by quantitative data. Typically in these designs, the researcher presents the research in two phases, with the first phase involving qualitative data collection (e.g., interviews, observations) with a small number of individuals, followed by quantitative data collection (e.g., a survey) with a large, randomly selected number of participants (Creswell, 2012:543-544). In this research the qualitative data is to find out the first and the

second of research questions. The quantitative data to find out the third research question.

#### b. Research Site

The research was conducted at the twelfth grade of Al-Lathifah Mulia vocational high school Cikarang. The researcher chose vocational high school students in Al-Lathifah Mulia because the English teacher never used the critical reflection to teach Reading and there has not been a research yet that research critical reflection. Furthermore, it is easy to use.

#### c. Participants of the Research

There is one class at the twelfth grade of Al-Lathifah Mulia as the participants and also population of research. This class has not learned reading comprehension using Critical Reflection.

The researcher chose 24 students as the sample, all of them are from the twelfth grade. Dealing with the members of the sample, the researcher decides to take (Sevilla's, 1993:163) and (Umar's, 1998:108) theories. They state that a restricted valid sample for mixed methods research depends on the researchers' need. It means the sample is non-random.

#### d. Data Collecting Techniques

Creswell (2009) states that technique of collecting data covers the way to limit the research, to gain the information through observation and interview, documents and to make a plan to record the information. In this research, the researcher uses and document analysis.

## 1. Observation

The research used observation for the first step of collecting data.

In observation the researcher directly observe the subject's behavior and individuals in a reasearch location (Creswell, 2009).

## 2. Interview

The interview is a dialogue that held by the interviewer to gain some information from the interviewer (Arikunto, 2010). The researcher interviews the students about their comprehension when reading the text. The researcher interviews the students with open and close questions.

## 3. Document Analysis

Chaedar (2012:111) states document is the things that are written or documented (as film, audio, video, book) besides record data which is not prepared by the researcher request. The document can be as a letter, students' work, journal, and textbook. The document analysis gets the information about the task of reading comprehension used in English Education Department students. The Critical Reflection evaluated in this research is "*Students' Comprehension*".

## 4. Tests

### a) Pre-Test

Pre-test is a tool to measure some characteristics in experimental research before the participants receive a treatment (Creswell, 2012). The pre-test consisted of reading text. The purpose of pre-test is to

measure the student ability in reading comprehension before using critical reflection.

The research used reading test instrument. An instrument is a tool for measuring, observing, or documenting quantitative data (Creswell, 2009). Additionally, it is a tool to measure ability, knowledge, and intelligence of some groups or individuals which consist of several questions or exercises (Arikunto, 2010).

b) Treatment

The treatment was conducted for four meetings. It was the application critical reflection in the classroom. The critical reflection helps the students to improve their reading comprehension. After that, the result of the treatment could be seen from the post-test result.

At the first meeting, the researcher was using critical reflection the issue is Free-Sex. The second, Bullying. The third Brawl. The last Drudgs. Each meeting of the treatments took 90 minutes; It is based on the curricula in vocational high school for English teaching and learning.

c) Post-Test

A post-test is a measure of some attribute or characteristic that is assessed for participants in an experiment after a treatment. The form of post-test was reading text. The purpose of post-test was to measure the student ability in reading comprehension after using concept

sentence technique (Creswell, 2012). The type of post-test was similar with pre-test.

After the students' score had been gathered, the researcher conducted the t-test. The t-test is conducted if the data of pre-test and post-test were distributed normally. Then, the result of t-test is a comparison between t-count and t-table. It would determine whether the hypothesis was rejected or accepted. Below is the step of counting t-test:

Firstly, counting t-count. The formula of t-count:

$$t_{count} = t_0 = \frac{M_D}{SE_{MD}}$$

(Kariadinata & Abdurrahman, 2012)

The steps to calculate the t-count are as follows:

1. Finding the difference mean.

To find the mean of the difference (MD), this research calculated the D (difference). D = difference between the score of pre-test (X) and post-test (Y):

$$D = X - Y$$

2. Then, sum up the difference:

$$\sum D$$

3. After that, calculating the mean of the difference:

$$M_D = \frac{\sum D}{n}$$

4. Next, to calculate the standard deviation. The research Calculated the quadrate of D.

Then, sum up the total of D quadrate:

$$\sum D^2$$

5. Calculating the standard deviation ( $SD_D$ ) from the difference:

$$SD_D = \sqrt{\frac{\sum D^2}{n} - \left(\frac{\sum D}{n}\right)^2}$$

6. After got the value of  $SD_D$ , this research calculated the standard error from the mean of difference:

$$SE_{MD} = \frac{SD_D}{\sqrt{n-1}}$$

7. Next, counting t-count. The formula is:

$$t_{count} = t_0 = \frac{M_D}{SE_{MD}}$$

8. Determining the degree of freedom (df) as one step to finding the value of t-table:

$$df = n - 1$$

9. After that, deciding the value of t-table at significance level 1% or 5%

10. The last is comparing the value between t-count and t-table (tested the hypothesis). The hypothesis are as follows:

- If  $t_{count} > t_{table}$ ,  $H_a$  is accepted and  $H_0$  is rejected, it means that there is a significant improvement of critical reflection in improving students' reading comprehension ability on english text.
- If  $t_{count} < t_{table}$ ,  $H_a$  is rejected and  $H_0$  is accepted, it means that there is no significant improvement of critical reflection in improving students' reading comprehension ability on english text.

Whereas, if the data distribution is abnormal. This research used Wilcoxon test.

The formula is:

$$W = \frac{n(n+1).(2n+1)}{4} X \sqrt{\frac{n(n+1).(2n+1)}{24}}$$

(Kariadinata, 2010)

Explanation:

N = number of subjects

X = 2.5758 for the significances 1%

X = 1.96 for the significances 5%

The criteria are:

- If  $W_{count} < W_{table}$ , it means  $H_a$  is accepted and  $H_0$  is rejected, it means that there is a significant improvement of critical reflection in improving students' reading comprehension ability on english text.
- If  $W_{count} > W_{table}$ , it means  $H_a$  is rejected and  $H_0$  is accepted, it means that there is no significant improvement of critical reflection in improving students' reading comprehension ability on english text.

Moreover, to test the normality this research used Chi-square formula. The steps are as follows:

1. To calculate whether the data distribution is normal or not, the formula is:

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Notes:

$X^2$  = Chi square

$O_i$  = Observation Frequency



E<sub>i</sub> = Expectation Frequency

2. Calculating  $X^2_{tabel}$  and also determining the degree of freedom.

Df = k – 3, with significances  $\alpha = 0.01$

Explanation:

K = the amount of interval class

3. The criteria of the data distribution normality are:

If  $X^2_{count} < X^2_{tabel}$ , it means the data distribution is normal

If  $X^2_{count} > X^2_{tabel}$ , it means the data distribution is abnormal

Then, to find O<sub>i</sub> and E<sub>i</sub> for both pre-test and post-test score. This research used several steps as follows:

1. Calculating the range of the data

R = the highest score – the lowest score

2. Calculating the class interval

$K = 1 + (3.3) \log n$

3. Calculating the class length

$$P = \frac{R}{K}$$

4. Calculating the mean

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

5. Calculating standard deviation

$$S = \sqrt{\frac{\sum f_i x_i^2 - \frac{(\sum f_i x_i)^2}{\sum f_i}}{\sum f_i - 1}}$$

6. Calculating Z score

$$Z = \frac{bk - \bar{x}}{SD}$$

(Sugiono, 2011)

**Table 1.1 Table of the Normality Test**

interval	B <sub>k</sub>	Z <sub>coun</sub> <sub>t</sub>	Z <sub>table</sub>	L <sub>i</sub>	E <sub>i</sub>	O <sub>i</sub>	O <sub>i</sub> - E <sub>i</sub>	$x^2 = \frac{(O_i - E_i)^2}{E_i}$

In summary, the formula above is to find out the normality of the data. And then it was used to test the hypothesis as stated before. If the data was normal, the t<sub>-test</sub> would be used. But if the data distribution is abnormal, the Wilcoxon<sub>test</sub> would be used.

e. Data Analysis

In this research, the data analysis used the qualitative method by employing a case research. The analysis of data is sorted, coded, and formatted into a story or a picture as what (Creswell, 1994:153) suggest. Therefore, the data are taken from document analysis, classroom observation, interview, and questionnaires are further coded and categorized to answer the research questions. The data analysis is organized based on each data collection technique.

Data analysis is the defined step in a research because it functions to conclude the result of research. The steps used to analyze data in this research follow the steps from (Creswell, 1994).

1. Organizing and preparing the data

The researcher organizes all the data were taken from questionnaire and interview. In this step, the researcher takes the materials related to students' need in the learning and the textbook.

2. Read through all the data

The researcher reads through all the data to obtain the overall meaning about students' need for organizing and preparing the data.

3. Beginning the detailed analysis

After reading through all the data, the researcher begins with the detailed problem of the data. In this step, the researcher carefully reads and finds out the detail information from the data collection.

4. Interpreting the data

The researcher makes the conclusion of the research based on the result.

